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EVALUATION OF THE SUMMER 1965 EDUCATIONAL MEDIA

INSTITUTE AT EASTERN ILLINOIS UNIVERSITY

(TITLE)

BY

Edward Anderson

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION

AND PREPARED IN COURSE

Education 589

Special Problems in Audio-Visual Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1966

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

5/9/66
DATE

[REDACTED]

ADVISER

5/9/66
DATE

[REDACTED]

DEPARTMENT HEAD

ACKNOWLEDGMENTS

The writer would like to thank the following people for their assistance in the completion of this paper: Dr. Verne Stockman, Dr. Curtis Garner, Dr. James W. Brown, and Mr. Roy VanDreser.

The writer would like to express a special note of thanks to Dr. Robert Wiseman for his co-operation and special guidance throughout the completion of this paper.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
 Chapter	
I. INTRODUCTION	1
Purpose.	3
Scope and Delimitations.	3
Related Research	4
II. METHOD AND PROCEDURE	6
Personal Information Report Form	6
End of Institute Personal Information Report Form.	7
The Questionnaire.	8
Treatment of Data.	9
III. THE FINDINGS	11
Personal Information Report Form and End of Institute Personal Information Report Form	11
Broad Goal Interest Before and After the Institute	11
Competence in Broad Goals Before and After the Institute.	15
Specific Goal Competence Before and After the Institute.	20
Coverage of the Specific Goals in the Institute.	29
The Questionnaire	29
General Questions.	37
Specific Skill Questions	39
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	47
Summary	47
Conclusions.	49
Recommendations.	50

	page
APPENDIX	
A. Personal Statistics	52
B. Personal Information Report Form and End of Institute Personal Information Report Form--Sections II and III .	55
C. The Questionnaire	77
D. Hagebush Questionnaire.	82
BIBLIOGRAPHY	85

LIST OF TABLES

Table	Page
1. Importance of Broad Goal Interests Before and After the Educational Media Institute	12
2. Competence in Broad Goals Before and After the Educational Media Institute	17
3. Current Level of Knowledge or Skill Before and After the Educational Media Institute	21
4. Coverage of Specific Goals in the Educational Media Institute	30
5. Specific Changes in Programs This Year.	38
6. Criticisms of the Institute	40
7. Production Skills Used in 1965-66 Teaching Position . . .	41
8. Selection and Evaluation Skills Used in 1965-66 Position	43
9. Teaching Skills Used in 1965-66 Position.	44
10. Administrative Skills Used in 1965-66 Position.	46

CHAPTER I

INTRODUCTION

In 1958, Congress passed the National Defense Education Act to provide federal aid for education. The 88th Congress amended the 1958 act to provide authorization of funds for fiscal year 1964-65, and for three succeeding years. These funds provided for institutes of advanced study in colleges and universities throughout the United States.

Institutes were organized in the areas of history, geography, modern languages, reading, English, special areas, and the teaching of disadvantaged youth. The special areas included institutes for library personnel and persons engaged in educational media. During the summer of 1965, 497 of these institutes were held. Thirty-six were in the field of educational media.¹

This study was concerned with an evaluation of one of the media specialists institutes. The institute was held on the campus of Eastern Illinois University from June 21 to August 13, 1965.

The courses offered at the Eastern Illinois University Media

¹Donald J. Brown and James W. Brown, Educational Media Institute Evaluation Project--Evaluations of Summer 1965 Institutes (San Jose, California: Educational Media Institute Evaluation Project, 1964), pp. 1-1.

Institute were Educational Psychology, Introduction to Audio-Visual Education, Preparation and use of Instructional Materials, and Television in Education. All of these courses were introductory courses in educational media. The program at Eastern also included field trips, a film forum, seminars, and other related activities.

All thirty participants were enrolled in two separate three week workshops in The Preparation and Use of Instructional Materials and Television in Education. Institute members were divided into two groups of fifteen each for the other two courses. If a participant had taken a course in educational psychology, he was assigned to the course Introduction to Audio-Visual Education. If a participant had taken an introductory course in audio-visual education, he was assigned to the course Educational Psychology. If participants had not taken a course in either area, they were randomly assigned to the two courses.

The Federal Government required that evaluations of individual institutes be submitted to the United States Office of Education. The United States Office of Education and the Educational Media Institute Evaluation Project provided the institute directors with guidelines for these evaluations. The evaluations included detailed descriptions of the institute and a summary of the program.

In addition to local evaluations, a national evaluation project for media institutes was conducted concurrently with this study. James W. Brown of San Jose State College and Donald J. Brown of California State College directed the program. Their study was

concerned with a national evaluation rather than the evaluation of individual institutes.²

Purpose

The purpose of this study was to determine the institute participants' evaluations of the skill areas involved in the institute and the activities of the institute. The study was also concerned with the attitudes developed toward educational media.

Scope and Delimitations

This study was concerned with the thirty participants of the Educational Media Specialists Institute held at Eastern Illinois University during the summer of 1965.

This study was concerned only with the participants' personal evaluations of the institute. No attempt was made to compare the results of this evaluation to the results of other institutes or to national evaluations.

The participants in the institute came from six different states and all held at least a Bachelor's Degree. They came from public and private schools of varying sizes and had varying degrees of experience. Five were administrators and twenty-five classroom teachers. (See Appendix A).

The evaluation instruments used in this study were adopted from the Personal Information Report Form and the End of Institute

²Donald J. Brown and James W. Brown, "EMIE to Evaluate Media Specialists Institutes," Audiovisual Instruction, X, No. 7 (September, 1965), 574.

Personal Information Report Form developed by Brown and Brown and used in the National Educational Media Evaluation Project. (See Appendix B). A follow-up questionnaire was developed by the writer to obtain reactions from participants about educational media while on the job during the 1965-66 school year. (See Appendix C).

This study utilized only sections II and III of the Personal Information Report Form and the End of Institute Personal Information Report Form. Section II was called Interest Inventory (Broad Goals). Section III was titled Interest Inventory (Specific Goals). The study was directed only toward (1) the comparison of the broad goal findings in the pre-institute Personal Information Report Form with the broad goal findings in the post-institute End of Institute Personal Information Report Form; (2) the comparison of the specific goal findings in Section III of the Personal Information Report Form with the specific goal findings in Section III of the End of Institute Personal Information Report Form; (3) the degree that the specific goals in Section III of the End of Institute Personal Information Report Form were covered in the institute; and (4) the value, as found by the follow-up questionnaire, of the institute to the members during the 1965-66 school year.

Related Research

The National Educational Media Evaluation Project was conducted by James W. Brown and Donald G. Brown. The project was funded by a federal grant and provided evaluations of both immediate and long range influences of the media institute program throughout the country.

Participants were given a questionnaire before and after the institute. In addition, questionnaires were mailed to all participants about March 1, 1966. The results of these evaluations will be published upon completion of the study.

Virginia Hagebush developed and administered a questionnaire to the institute members. Her questionnaire was concerned only with the course in the preparation and use of instructional materials. The questionnaire used in her study asked the participants to rate the value of different areas of the course. The areas included the preparation of visuals, lettering, tape recording, photography, mounting pictures, and other related areas. (See Appendix D).

CHAPTER II

METHOD AND PROCEDURE

Institute participants were given the Personal Information Report Form before the institute began. At the end of the institute the members were given the End of Institute Personal Information Report Form. In both forms, the participants were asked to give their reactions to questions concerned with media. The follow-up questionnaire was given to the members during the 1965-66 school year. It was designed to determine the use of media while on the job. The questionnaire was administered partially through personal interviews and partially by mail.

Personal Information Report Form

The Personal Information Report Form was given to the institute members before the institute began to determine their capabilities and interests in educational media. In Section II of this form, members were asked to give their reactions to several broad areas. These were goals that typically might be related to educational media personnel. They asked for reactions to such items as ways of developing teacher interests in the use of materials and learning more about theoretical aspects of new media. They were asked to rate their interest in each goal in terms of its importance to them personally.

Participants were asked to check their interest in one of the following categories: high, some, and little or none.

Section II of the Personal Information Report Form also asked the participants to rate their competence in each of the broad goal areas. Participants were asked to check expert, passable, minimal, or none or almost none.

Section III of the Personal Information Report Form asked the institute members to rate their current level of knowledge or skill in each of several specific goals. The specific goals concerned such areas as using lettering devices, using the chalkboard, and using films for instruction. The participants were asked to check expert, passable, minimal, or none or almost none.

End of Institute Personal Information Report Form

The End of Institute Personal Information Report Form was administered to the students on the final day of the institute. The purpose was to determine capabilities and interests in the areas of educational media at the completion of the eight-week institute. Section II of this report form asked the participants to rate the same goals that they rated on the Personal Information Report Form. On this form, however, participants were instructed to rate the goals' importance to them in relation to their job for the coming year. They were asked to check high, some, or little or none.

Participants were again asked to rate their competence in each of the broad goal areas. They were asked to check expert, passable, minimal, or none or almost none.

Section III of the End of Institute Personal Information Report Form asked the participants again to rate their competence in each of the specific goals. (Goals on the End of Institute Personal Report Form were the same as the goals on the Personal Information Report Form). The rating categories were the same as before: (1) expert, (2) passable, (3) minimal, or (4) little or none.

This section of the rating sheet also asked the participants to rate how well the specific skills had been covered in the institute. Participants were asked to check very well, fairly well, moderately well, or not at all or very little.

The Questionnaire

The questionnaire used in the follow-up study was developed by the writer. Although the questions were derived from both the Personal Information Report Form and the End of Institute Personal Information Report Form, no attempt was made to validate the questionnaire. It was administered between December 15, 1965 and March 1, 1966. The questionnaire, along with a cover letter, was sent to fifteen of the institute members. The other fifteen members were given the questionnaire through personal interviews. All institute members participated in the follow-up study by completing the questionnaire.

The purpose of the questionnaire was to determine general attitudes toward the institute and to determine the extent to which the skills developed in the institute were being used.

The questionnaire was divided into two parts. One part was concerned with attitudes toward general aspects of the institute. The other part was concerned with specific skill areas of the institute.

General questions in the questionnaire were developed to determine attitudes toward the institute. The questions were concerned with such items as the extent to which the institute had been helpful to the respondent and the extent to which the respondent had had an opportunity to work with teachers.

The specific skill items asked to what extent the respondent had used the specific skills developed in the institute. Instructions for this section of the questionnaire stated: "The following questions deal with specific skills. There is a two-part answer for most of the questions. If your answer is 'none' to the question, also circle one of the reasons given for not using the skill." The three rating categories in this section were none, moderately, and greatly. (See page two, Appendix C).

Members were also given an opportunity to list any criticisms they had of the institute and to list any changes made in their programs during the school year.

Treatment of Data

Sections II and III of the Personal Information Report Form and End of Institute Personal Information Report Form were compared with respect to (1) broad goal interest before and after the institute (section II; (2) broad goal competency before and after

the institute (section II); and (3) specific skill competencies before and after the institute (section III).

Broad goal interests before and after the institute were evaluated in tabular form to determine general characteristics of the participants' ratings.

Broad goal competency and specific goal competency were examined by use of the chi-square test to determine if there was a significant difference in the ratings.

A four-point scale ranging from one to four, four being highest, was used to rate how well the specific goals in section III had been covered in the institute.

The results of the questionnaire were evaluated in tabular form to determine general attitudes toward the institute and to determine the extent to which skills that were developed in the institute were being used. The results were also examined to discover why the specific skills had not been used.

Tables also reported the results of the listings of program changes and criticisms of the institute.

CHAPTER III

THE FINDINGS

Personal Information Report Form and End of Institute Personal Information Report Form

Broad Goal Interest Before and After the Institute

Members of the institute were asked to complete the Personal Information Report Form before the institute and again at the end of the institute. Questions were the same on both forms; however, the directions for checking the report form were different. Before the institute the participants were asked to rate their personal interests in the broad goals. At the end of the institute the participants were asked to rate the broad goals in relation to their importance in the participants 1965-66 job assignments. The three ratings were high, some, and little or none.

The results of the broad goal comparisons before and after the institute are reported in Table I.

In four of the broad goal comparisons it was found that high interest was coupled with high importance for the participants anticipated job assignment. These four broad goals were as follows:

1. Developing effective ways of influencing teachers to make improved and increased uses of educational media in the school organizations in which they work.

TABLE 1

IMPORTANCE OF BROAD GOAL INTERESTS BEFORE AND AFTER THE EDUCATIONAL MEDIA INSTITUTE

Broad Goals	Personal Importance Before Institute						Importance for Job Assignment After Institute					
	High		Some		Little or None		High		Some		Little or None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Developing effective ways of influencing teachers to make improved and increased uses of educational media in the school organization in which you work	24	80	6	20	00	000	25	83.3	05	16.7	00	000
Learning more about significant theoretical aspects and roles of new media in educational communication	17	56.7	11	36.7	2	6.7	16	53.3	13	43.3	1	3.3
Establishing standards and procedures for the critical evaluation and selection of educational media by teachers, subject matter specialists, supervisors, and others	23	76.7	6	20	1	3.3	17	56.7	12	40	1	3.3

TABLE 1--Continued

Broad Goals	Personal Importance Before Institute						Importance for Job Assignment After Institute					
	High		Some		Little or None		High		Some		Little or None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Establishing similar standards and procedures with regard to the selection of technological devices (projectors, teaching machines, language laboratory installations, and the like)	21	70	9	30	0	00	12	40	15	50	3	10
Improving your skills required for the local production of <u>simple</u> instructional materials (large transparencies, charts, 2x2 slides, mounted materials, and the like)	25	83.3	3	10	2	6.7	16	53.3	13	43.3	1	3.3
Improving skills required for necessary <u>simple</u> maintenance of technological equipment (projectors, playbacks, and the like)	19	63.3	8	26.7	3	10	12	40	14	46.7	4	13.3
Improving your skills required for the local production of <u>more complex</u> educational media (8mm or 16mm motion pictures, television programs, etc.)	12	40	12	40	6	20	7	23.3	8	26.7	15	50

TABLE 1--Continued

Broad Goals	Personal Importance Before Institute						Importance for Job Assignment After Institute					
	High		Some		Little or None		High		Some		Little or None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Becoming better acquainted with the characteristics, special advantages, uses, costs, and operating techniques required for educational media (copiers, recorders, self-study devices, and the like)	21	70	9	30	0	00	8	26.7	18	60	4	13.3
Becoming better acquainted with recommended administrative patterns and procedures for educational media programs; improving ability to organize and administer such programs	20	66.7	9	30	1	3.3	12	40	11	36.7	7	23.3
Becoming better acquainted with the availability, content, and use of source lists, catalogs, and evaluative listings pertaining to educational media	20	66.7	10	33.3	0	0	16	53.3	12	40	2	6.7
Learning more about standards and recent improvements in the planning of educational facilities (buildings, classroom studios, etc.) to permit adequate use of educational media	16	53.3	12	40	2	6.7	10	33.3	11	36.7	9	30
Improving your "grasp" of factors, standards, and criteria involved in the processes of preparing, defending, and expending budgets for new educational media and services	24	80	6	20	0	0	13	43.3	13	43.3	4	13.3

2. Learning more about significant theoretical aspects and roles of new media in educational communications.
3. Becoming better acquainted with the availability, content, and source lists, catalogs, and evaluative listings pertaining to educational media.
4. Learning more about standards and recent improvements in the planning of educational facilities (buildings, classrooms).

The participants interest level in all twelve broad goals was relatively high before the institute, however, the participants believed that eight of these goals were relatively unimportant for their specific job assignments during the 1965-66 school year. The eight broad goals that the participants believed not as important were as follows:

1. Establishing standards and procedures for critical evaluation and selection of educational media by teachers, subject matter specialists, supervisors, and others.
2. Establishing standards and procedures with regard to the selection of technological devices.
3. Improving skills required for the local production of simple instructional materials.
4. Improving skills required for necessary simple maintenance of technological equipment.
Improving skills required for the local production of more complex media.
5. Becoming better acquainted with the characteristics, special advantages, uses, costs, and operating techniques required for various technological devices for educational media.
6. Becoming better acquainted with recommended administrative patterns and procedures for educational media programs.
7. Improving ability to organize and administer such programs.
8. Improving "grasp" of factors, standards, and criteria involved in the processes of preparing, defending, and expending budgets for new educational media and services, (studios, etc.) to permit adequate use of educational media.

Competence in Broad Goals Before and After the Institute

In section II of both report forms, the participants were asked to check their competence or level of skill in each of the twelve broad

goals. The participants were asked to check expert, passable, minimal, or none or almost none.

The results were compared by use of a 2x2 tabulation chi-square test to determine if there was a significant difference between the pre- and post-institute report forms. This was accomplished by grouping expert and passable into one group and minimal or none or almost none into a second group.

Table 2 shows the results of the comparison of the competence in broad goals before and after the institute.

It was found that in eleven of the twelve broad goals there was a significant difference at the one per cent level. These eleven broad goals were as follows:

1. Developing effective ways of influencing teachers to make improved and increased uses of educational media in the school organization in which you work.
2. Learning more about significant aspects and roles of new media in educational communication.
3. Establishing standards and procedures for a critical evaluation and selection of educational media by teachers, subject matter specialists, supervisors, and others.
4. Establishing standards and procedures with regard to the selection of technological devices.
5. Improving your skills required for the local production of simple instructional materials.
6. Improving skills for the local production of more complex educational media.
7. Becoming better acquainted with the characteristics, special advantages, uses, costs, and operating techniques required for various technological devices for educational media.
8. Becoming better acquainted with recommended administrative patterns and procedures for educational media programs.
9. Becoming better acquainted with the availability, content, and use of source lists, catalogs, and evaluative listings pertaining to educational media.

TABLE 2
COMPETENCE IN BROAD GOALS BEFORE AND AFTER THE EDUCATIONAL MEDIA INSTITUTE

Broad Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Developing effective ways of influencing teachers to make improved and increased uses of educational media in the school organization in which you work	13	43.3	17	56.7	27	90	3	10	1%
Learning more about significant theoretical aspects and roles of new media in educational communication	4	13.3	26	86.7	24	80	6	20	1%
Establishing standards and procedures for the critical evaluation and selection of educational media by teachers, subject matter specialists, supervisors, and others	8	26.7	22	73.3	30	100	0	00	1%
Establishing similar standards and procedures with regard to the selection of technological devices (projectors, teaching machines, language laboratory installations, and the like)	10	33.3	20	66.7	22	73.3	8	26.7	1%

TABLE 2--Continued

Broad Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Improving your skills required for the local production of <u>simple</u> instructional materials (large transparencies, charts, 2x2 slides, mounted materials, and the like)	14	46.7	16	53.3	29	96.7	1	3.3	1%
Improving skills required for necessary <u>simple</u> maintenance of technological equipment (projectors, playbacks, and the like)	14	46.7	16	53.3	15	50	15	50	NSD
Improving your skills required for the local production of <u>more complex</u> educational media (8mm or 16mm motion pictures, television programs, etc.)	5	16.7	25	83.3	16	53.3	14	46.7	1%
Becoming better acquainted with the characteristics, special advantages, uses, costs, and operating techniques required for various technological devices for educational media (copiers, recorders, self-study devices, and the like)	10	33.3	20	66.7	23	76.6	7	23.3	1%

TABLE 2--Continued

Broad Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Becoming better acquainted with recommended administrative patterns and procedures for educational media programs; improving ability to organize and administer such programs	9	30	21	70	20	66.7	10	33.3	1%
Becoming better acquainted with the availability, content, and use of source lists, catalogs, and evaluative listings pertaining to educational media	11	36.7	19	63.3	26	86.7	4	13.3	1%
Learning more about standards and recent improvements in the planning of educational facilities (buildings, classroom studios, etc.) to permit adequate use of educational media	5	16.7	25	83.3	19	63.3	11	36.7	1%
Improving your "grasp" of factors, standards, and criteria involved in the processes of preparing, defending, and expending budgets for new educational media and service	7	23.3	23	76.7	20	66.7	10	33.3	1%

10. Learning more about standards and recent improvements in the planning of educational media.
11. Improving "grasp" factors, standards, and criteria involved in the process of preparing, defending, and expending budgets for new educational media and services.

The only goal that did not show an increase in competence was that of improving skills required for necessary simple maintenance of technological equipment.

Specific Goal Competence Before and After the Institute

In section III of both the pre- and post-institute report forms, the participants were asked to check their level of skill in sixty-nine specific goals. Participants were asked to check expert, passable, minimal, or none or almost none on both report forms.

The results of these specific goals were compared using the chi-square test in a 2x2 tabulation form. This was accomplished by grouping expert and passable into one area and minimal or none or almost none into another area. The results of these specific goal competencies are shown in Table 3.

The results revealed that there was a significant difference at the one per cent level in thirty-two of the sixty-nine specific goals. In these thirty-two specific goals, it was found that the participants competence in the specific goals had increased significantly at the end of the institute. These thirty-two specific goals were as follows:

1. Using lettering devices and aids.
2. Designing displays and bulletin boards.
3. Preparing flannel board materials.
4. Mounting flat pictures.
5. Making large transparencies.

TABLE 3

CURRENT LEVEL OF KNOWLEDGE OR SKILL BEFORE AND AFTER THE EDUCATIONAL MEDIA INSTITUTE

Specific Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Using lettering devices and aids	11	36.7	19	63.3	29	96.7	1	3.3	1%
Designing displays and bulletin boards	11	36.7	19	63.3	29	93.3	2	6.7	1%
Using the chalkboard	25	83.3	5	16.7	16	53.3	14	46.6	1%
Doing simple sketching	8	26.7	22	73.3	3	10	27	90	1%
Making charts	17	56.7	13	43.3	20	66.7	10	33.3	NSD
Making graphs and timelines	14	46.7	16	53.3	4	13.3	26	86.7	1%
Preparing flannel board materials	10	33.3	20	66.7	18	60	12	40	1%
Mounting flat pictures	9	30	21	70	30	100	0	00	1%
Preparing magnetic board materials	8	26.7	22	73.3	9	30	21	70	NSD
Spirit duplicating	20	66.7	10	33.3	12	40	18	60	1%
Mimeographing	18	60	12	40	9	30	21	70	1%

TABLE 3--Continued

Specific Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Prepare copy for offset printing	6	20	24	80	7	23.3	23	76.6	NSD
Making handmade slides	3	10	27	90	3	10	27	90	NSD
Making large transparencies	10	33.3	20	66.7	29	96.7	1	3.3	1%
Mounting objects in plastic	2	6.7	28	93.3	1	3.3	29	96.7	NSD
Making dioramas	1	3.3	29	96.7	7	23.3	23	76.7	1%
Making puppets and puppet theaters	1	3.3	29	96.7	4	13.3	26	86.7	NSD
Building and stocking terraria	5	16.7	25	83.7	0	00	30	100	1%
Building and stocking aquaria	6	20	24	80	0	00	30	100	1%
Taking still pictures	17	56.7	13	43.3	7	23.3	23	76.7	1%
Taking motion pictures	11	36.7	19	63.3	3	10	27	90	1%
Editing film footage	5	16.7	25	83.3	2	6.7	28	93.3	NSD
Editing slide sets	7	23.3	23	76.6	4	13.3	26	86.7	NSD

TABLE 3--Continued

Specific Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Writing scripts	4	13.3	26	86.7	25	83.3	5	16.7	1%
Making tape recordings	14	46.7	16	53.3	16	53.3	14	46.7	NSD
Doing close-up copying with camera	7	23.3	23	76.7	5	16.7	25	83.3	NSD
Doing darkroom work	6	20	24	80	4	13.3	26	86.7	NSD
Constructing learning devices	4	13.3	26	86.7	10	33.3	20	66.7	1%
Building models	5	16.7	25	83.3	3	10	27	90	NSD
Adding sound to magnetic-striped films	2	6.7	28	93.3	1	3.3	29	96.7	NSD
Synchronizing sound with slide sets	2	6.7	28	93.3	3	10	27	90	NSD
Organizing group dynamics	2	6.7	28	93.3	3	10	27	90	NSD
Dramatizing	6	20	24	80	5	16.7	25	83.3	NSD
Producing radio programs	4	13.3	26	86.7	2	6.7	28	93.3	NSD
Producing television programs	2	6.7	28	93.3	27	90	3	10	1%

TABLE 3--Continued

Specific Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Operating audiovisual equipment	19	63.3	11	36.7	30	100	0	00	1%
LIST B									
Getting acquainted with and evaluating recordings (tape and disk)	4	13.3	26	86.7	15	50	15	50	1%
Getting acquainted with and evaluating films	12	40	18	60	30	100	0	00	1%
Getting acquainted with an evaluating filmstrips	13	43.3	17	56.7	26	86.7	4	13.3	1%
Getting acquainted with and evaluating recordings	5	16.7	25	83.3	16	53.3	14	46.7	1%
Getting acquainted with and evaluating flat picture resources	5	16.7	25	83.3	21	70	9	30	1%
Getting acquainted with and evaluating maps and globes	10	33.3	20	66.7	14	46.7	16	53.3	NSD
Getting acquainted with and evaluating programmed materials	2	6.7	28	93.3	17	57.7	13	43.3	1%

TABLE 3--Continued

Specific Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Getting acquainted with and evaluating textbooks	18	60	12	40	4	13.3	26	86.7	1%
Getting acquainted with and evaluating reference books	11	36.7	19	63.3	2	6.7	28	93.3	1%
Getting acquainted with and evaluating free materials	12	40	18	60	13	43.3	17	56.7	NSD
Getting acquainted with and evaluating supplementary books	12	40	18	60	4	13.3	26	86.7	1%
Planning field trips	13	43.3	17	56.7	15	50	15	50	NSD
Giving demonstrations	16	53.3	14	46.7	23	76.7	7	23.3	1%
LIST C									
Teaching with films	20	66.7	10	33.3	26	86.7	4	13.3	1%
Teaching with filmstrips	19	63.3	11	36.7	26	86.7	4	13.3	1%
Teaching with recordings	9	30	21	70	17	56.7	13	43.3	1%

TABLE 3--Continued

Specific Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Teaching with flat pictures	9	30	21	70	20	66.7	10	33.3	1%
Teaching with slides	13	43.3	17	56.7	16	53.3	14	46.7	NSD
Teaching with large transparencies	17	56.7	13	43.3	26	86.7	4	13.3	1%
Teaching with radio programs	1	3.3	29	96.7	4	13.3	26	86.7	NSD
Teaching with television programs	2	6.7	28	93.3	22	73.3	8	26.7	1%
Teaching with programmed materials	0	00	30	100	13	43.3	17	56.7	1%
Developing administrative procedures for new media centers	4	13.3	26	86.7	18	60	12	40	1%
Designing facilities for new media centers	4	13.3	26	86.7	8	26.7	22	73.3	NSD
Developing specifications for new media equipment purchases	5	16.7	25	83.3	10	33.3	20	66.7	1%
Developing specifications for language laboratories	3	10	27	90	4	13.3	27	86.7	NSD

TABLE 3--Continued

Specific Goals	Before				After				Level of Significance
	Expert or Passable		Minimal or None or Almost None		Expert or Passable		Minimal or None or Almost None		
	No.	%	No.	%	No.	%	No.	%	
Locating information about educational media	8	26.7	22	73.3	20	66.7	10	33.3	1%
Cataloging educational media	3	10	27	90	16	53.3	14	46.7	1%
Inspecting and maintaining educational media	7	23.3	23	76.7	16	53.3	14	46.7	1%
Using AV materials in evaluating student performance	4	13.3	26	86.7	15	50	15	50	1%
Selecting teaching machines	0	00	30	100	13	43.3	17	56.7	1%
Administering programmed instruction	2	6.7	28	93.3	9	30	21	70	1%
Designing and conducting "action research" studies related to new educational media	1	3.3	29	96.7	4	13.3	26	86.7	NSD

6. Making dioramas.
7. Writing scripts.
8. Constructing learning devices.
9. Producing television programs.
10. Operating audio-visual equipment.
11. Getting acquainted with and evaluating recordings (tape and disc).
12. Getting acquainted with and evaluating films.
13. Getting acquainted with and evaluating filmstrips.
14. Getting acquainted with and evaluating recordings.
15. Getting acquainted with and evaluating flat picture resources.
16. Getting acquainted with and evaluating programmed materials.
17. Giving demonstrations.
18. Teaching with films.
19. Teaching with filmstrips.
20. Teaching with recordings.
21. Teaching with flat pictures.
22. Teaching with large transparencies.
23. Teaching with television programs.
24. Teaching with programmed materials.
25. Developing administrative procedures for new media centers.
26. Developing specifications for new media equipment purchases.
27. Locating information about educational media.
28. Cataloging educational media.
29. Inspecting and maintaining educational media.
30. Using audio-visual materials in evaluating student performance.
31. Selecting teaching machines.
32. Administering programmed instruction.

It was also found that in eleven specific goals there was a negative significant difference. This indicated that competence in these goals decreased. These eleven goals were as follows:

1. Using the chalkboard.
2. Making graphs and timelines.
3. Spirit duplicating.
4. Mimeographing.
5. Building and stocking terraria.
6. Building and stocking aquaria.
7. Taking still pictures.
8. Taking motion pictures.
9. Getting acquainted with and evaluating textbooks.
10. Getting acquainted with and evaluating reference books.
11. Getting acquainted with and evaluating supplementary books.

All remaining broad goals indicated no significant changes in the competence of the participants.

Coverage of the Specific Goals in the Institute

Section III of the post-institute report form asked the participants to check how well the specific goals had been covered in the institute. The participants were asked to check very well, fairly well, moderately well, or not at all or very little. Each specific goal was tabulated on a four point scale with four corresponding to very well and one corresponding to not at all or very little. The results are presented in Table 4.

It was found that fourteen specific goals were given a three point or higher rating. These were as follows:

1. Using lettering devices.
2. Designing displays and bulletin boards.
3. Mounting flat pictures.
4. Mounting large transparencies.
5. Writing scripts.
6. Making tape recordings.
7. Producing television programs.
8. Operating audio-visual equipment.
9. Getting acquainted with and evaluating films.
10. Getting acquainted with and evaluating filmstrips.
11. Teaching with films.
12. Teaching with filmstrips.
13. Teaching with large transparencies.
14. Teaching with television programs.

The Questionnaire

The questionnaire was divided into two sections. One section was concerned with the general aspects of the institute. The other section was concerned with specific questions on the skills involved in the institute.

TABLE 4

COVERAGE OF SPECIFIC GOALS IN THE EDUCATIONAL MEDIA INSTITUTE

Specific Goals	Degree to which skills were covered								Rating
	Very Well		Fairly Well		Moderately Well		Not at all or Very Little		
	No.	%	No.	%	No.	%	No.	%	
Using lettering devices and aids	14	46.7	15	50	1	3.3	0	00	3.4
Designing displays and bulletin boards	18	40	10	33.3	2	6.7	0	00	3.5
Using the chalkboard	7	23.3	9	30	9	30	5	16.7	2.6
Doing simple sketching	0	00	3	10	13	43.3	14	46.7	2.1
Making charts	5	16.7	15	50	7	23.3	3	10	2.7
Making graphs and timelines	0	00	4	3.3	8	26.7	8	60	1.5
Preparing flannel board materials	8	26.7	10	33.3	7	23.3	5	16.7	2.7
Mounting flat pictures	23	76.7	7	23.3	0	00	0	00	3.8
Preparing magnetic board materials	0	00	9	30	0	30	12	40	2.0
Spirit duplicating	5	16.7	7	23.3	7	23.3	11	36.7	2.2
Mimeographing	3	10	6	20	2	6.7	10	63.3	1.8

TABLE 4--Continued

Specific Goals	Degree to which skills were covered								Rating
	Very Well		Fairly Well		Moderately Well		Not at all or Very Little		
	No.	%	No.	%	No.	%	No.	%	
Prepare copy for offset printing	1	3.3	6	20	9	30	14	46.7	1.8
Making handmade slides	0	00	3	10	11	36.7	16	53.3	1.9
Dramatizing	0	00	3	10	8	26.7	19	63.3	1.6
Producing radio programs	1	3.3	1	3.3	3	10	25	83.3	1.33
Producing television programs	21	70	6	20	3	10	0	00	3.6
Operating audiovisual equipment	17	56.7	13	43.3	0	00	0	00	3.6
LIST B									
Getting acquainted with and evaluating recordings (tape and disk)	6	20	9	30	5	16.7	10	33.3	2.4
Getting acquainted with and evaluating films	18	60	12	40	0	00	0	00	3.6
Getting acquainted with and evaluating filmstrips	14	46.7	12	40	3	10	1	3.3	3.3
Getting acquainted with and evaluating recordings	8	26.7	8	26.8	5	16.7	9	30	2.5

TABLE 4--Continued

Specific Goals	Degree to which skills were covered								Rating
	Very Well		Fairly Well		Moderately Well		Not at all or Very Little		
	No.	%	No.	%	No.	%	No.	%	
Getting acquainted with and evaluating flat picture resources	4	13.3	17	56.7	8	26.8	1	3.3	2.8
Getting acquainted with and evaluating maps and globes	3	10	11	36.7	10	33.3	6	20	2.4
Getting acquainted with and evaluating programmed materials	2	6.7	15	50	6	20	7	23.3	2.4
Getting acquainted with and evaluating textbooks	0	00	4	13.3	5	16.7	21	70	1.4
Getting acquainted with and evaluating reference books	0	00	3	10	6	20	21	70	1.3
Getting acquainted with and evaluating free materials	4	13.3	10	33.3	10	33.3	6	20	2.2
Getting acquainted with and evaluating supplementary books	1	3.3	3	10	7	23.3	19	63.3	1.5
Planning field trips	4	13.3	12	40	2	6.7	12	40	2.2
Giving demonstrations	9	30	14	46.7	7	23.3	0	00	2.9

TABLE 4--Continued

Specific Goals	Degree to which skills were covered								Rating
	Very Well		Fairly Well		Moderately Well		Not at all or Very Little		
	No.	%	No.	%	No.	%	No.	%	
LIST C									
Teaching with films	19	63.3	8	26.7	3	10	0	00	3.5
Teaching with filmstrips	16	53.3	10	33.3	4	13.3	0	00	3.4
Teaching with recordings	7	23.3	10	33.3	9	30	4	13.3	2.8
Teaching with flat pictures	6	20	14	46.7	10	33.3	0	00	2.9
Teaching with slides	7	23.3	9	30	10	33.3	3	10	2.6
Teaching with large transparencies	20	66.7	8	26.7	2	6.7	0	00	3.2
Teaching with radio programs	1	3.3	3	10	3	10	23	76.7	1.3
Teaching with television programs	16	53.3	6	20	4	13.3	4	13.3	3.2
Teaching with programmed materials	4	13.3	9	30	12	40	5	16.7	2.4
Developing administrative procedures for new media centers	1	3.3	17	56.7	8	26.7	4	13.3	2.5

TABLE 4--Continued

Specific Goals	Degree to which skills were covered								Rating
	Very Well		Fairly Well		Moderately Well		Not at all or Very Little		
	No.	%	No.	%	No.	%	No.	%	
Designing facilities for new media centers	1	3.3	7	23.3	10	33.3	12	40	1.9
Developing specifications for new media equipment purchases	2	6.7	8	26.7	11	36.7	9	30	2.1
Developing specifications for language laboratories	0	00	4	13.3	13	43.3	13	43.3	1.7
Locating information about educational media	8	26.7	12	40	8	26.7	2	6.7	2.9
Cataloging educational media	5	16.7	11	36.7	10	33.3	5	16.7	2.6
Inspecting and maintaining educational media	3	10	13	43.3	11	36.7	2	6.7	2.5
Using AV materials in evaluating student performance	4	13.3	11	36.7	10	33.3	5	16.7	2.0
Selecting teaching machines	5	16.7	8	26.7	8	26.8	9	30	2.3
Administering programmed instruction	2	6.7	7	23.3	11	36.7	10	33.3	2.0

TABLE 4--Continued

Specific Goals	Degree to which skills were covered								Rating
	Very Well		Fairly Well		Moderately Well		Not at all or Very Little		
	No.	%	No.	%	No.	%	No.	%	
Designing and conducting "action research" studies related to new educational media	0	00	4	13.3	10	33.3	16	53.3	1.6
Making large transparencies	17	56.7	13	43.3	0	00	0	00	3.6
Mounting objects in plastic	0	00	0	00	4	13.3	26	86.7	1.2
Making dioramas	0	00	6	20	14	46.7	10	33.3	1.8
Making puppets and puppet theaters	0	00	3	10	11	36.7	16	53.3	1.6
Building and stocking terraria	0	00	0	00	4	13.3	26	86.7	1.1
Building and stocking aquaria	0	00	0	00	3	10	27	90	1.2
Taking still pictures	1	3.3	7	23.3	15	50	7	23.3	2.1
Taking motion pictures	1	3.3	2	6.7	4	13.3	23	76.7	1.4
Editing film footage	0	00	2	6.7	2	6.7	26	86.7	1.2
Editing slide sets	1	3.3	1	3.3	5	16.7	23	76.7	1.3

TABLE 4--Continued

Specific Goals	Degree to which skills were covered								Rating
	Very Well		Fairly Well		Moderately Well		Not at all or Very Little		
	No.	%	No.	%	No.	%	No.	%	
Writing scripts	9	30	16	53.3	5	16.7	0	00	3.1
Making tape recordings	6	20	10	33.3	11	36.7	2	6.7	3.0
Doing close-up copying with camera	3	10	2	6.7	13	43.3	12	40	1.9
Doing darkroom work	1	3.3	3	10	11	36.7	15	50	1.7
Constructing learning devices	1	3.3	9	30	11	36.7	9	30	2.1
Building models	0	00	3	10	9	30	18	60	1.5
Adding sound to magnetic-striped films	0	00	1	3.3	2	6.7	27	90	1.1
Synchronizing sound with slide sets	0	00	3	10	3	10	24	80	1.3
Organizing group dynamics	1	3.3	2	6.7	8	26.7	19	63.3	1.5

General Questions

The general questions were treated as singular entities since there was no method of categorizing these questions. Results of the general questions are shown below.

Availability of the Media Center.---Participants were asked if they believed that the audio-visual program in their school was operating so teachers could readily avail themselves of the services, materials, and equipment. Nineteen members answered yes, four said no, and seven perhaps.

Degree of change in program.---Participants were asked if the program, as it formerly existed, needed to be changed and if so to what extent had they been able to change it this year. One participant answered none, four little, seventeen moderately, eight greatly, and none very greatly.

Specific changes.---Institute members were asked to list specific changes they had made in their program this year. These changes are shown in Table 5.

The greatest degree of change came in the area of addition of new equipment. A total of eighteen participants listed this change.

Released time.---Participants were asked if they had been given released time or additional released time for audio-visual duties this year. Fifteen participants answered "yes" and fifteen "no" to this question.

Working with teachers.---Institute participants were asked to what extent they had had an opportunity to work with teachers. One

TABLE 5
SPECIFIC CHANGES IN PROGRAMS THIS YEAR

Change	Number of Participants Listing the Change	Percent
Addition of more equipment	18	60
More and better use of materials and equipment	9	30
New check out system for materials and equipment	5	16.7
In-service training of teachers	5	16.7
Development of present or new facilities	5	16.7
Teacher recognition of the need for audio-visual	3	10
Addition of a projection club	3	10
Survey of existing program	2	6.7
Revamped ordering system	1	3.3
Materials book available for teachers	1	3.3
More use of Title III NDEA	1	3.3
More use of Title I ESEA	1	3.3
New catalog system	1	3.3

member answered none, five little, fifteen moderately, seven greatly, and none very greatly.

Value of the institute.--Institute participants were asked to what extent the institute had been helpful to them so far this year. No participants answered none, one little, seventeen moderately, thirteen greatly, and nine very greatly.

Attendance at the institute.--Participants were asked if they would attend the institute again (knowing what they now know). All thirty participants answered yes to this question.

Criticisms of the institute.--Institute participants were asked to list any criticisms they had of the institute. These criticisms are reported in Table 6.

The main criticism that participants made of the institute was that there was too great a difference in the backgrounds of the members.

Two participants also felt that families should not be allowed to come to the campus with the participant.

Specific Skill Questions

The specific skills in the follow-up questionnaire were divided into four areas for reporting. These four areas were as follows:

1. Production
2. Selection and Evaluation
3. Utilization
4. Administration

TABLE 6
CRITICISMS OF THE INSTITUTE

Criticisms	Frequency	Percent
There was too much variance in the back-grounds of the participants.	9	30
There should be more photography.	3	10
There should be more time for practical work.	3	10
Participants should not be allowed to bring their families to the institute.	2	6.7

Production.---Participants were asked to what extent they were using these specific production skills. If they were not using the skill, they were asked to indicate one of the reasons listed for not using the skill. The results of the production skills are shown in Table 7.

The results indicated that sixteen or 53.3% of the participants were making transparencies to a great extent, twelve or 40% moderately, and two or 6.7% indicated they were not making transparencies. One who was not making transparencies indicated that he did not have equipment. The other indicated that this duty did not apply. The results also indicated that twenty-nine or 96.7% were not producing television programs while only one or 3.3% listed moderately, and none greatly. Twenty-five or 83.3% said they were

TABLE 7
PRODUCTION SKILLS USED IN 1965-66 TEACHING POSITION

Production Skills	Degree of Usage						Reasons for Not Using							
	None		Moderate		Great		No Call		No Time		No Equip- ment		Does Not Apply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
To what extent do you design displays and bulletin boards?	6	20	15	50	9	30	5	16.7	0	00	0	00	1	3.3
To what extent do you make charts?	9	30	17	56.7	4	13.3	7	23.3	2	6.7	0	00	0	00
To what extent do you mount flat pictures?	14	46.7	13	43.3	3	10	7	23.3	0	00	6	20	0	00
To what extent do you do spirit duplicating?	8	26.7	6	20	10	33.3	0	00	0	00	0	00	7	23.3
To what extent do you make transparencies?	2	6.7	12	40	16	53.3	0	00	0	00	1	3.3	1	3.3
To what extent do you make tape recordings?	5	16.7	19	63.3	6	20	2	6.7	0	00	0	00	1	3.3
To what extent do you produce television programs?	29	96.7	1	3.3	0	00	0	00	0	00	25	83.3	0	00

not producing television programs because they had no equipment.

Selection and Evaluation.---The participants were asked to what extent they were selecting and evaluating specific items. If they were not selecting and evaluating the items, they were asked to indicate a reason.

The results of the selection and evaluation section of the specific skills are shown in Table 8.

The results indicated that ten or 33.3% of the participants were selecting and evaluating films to a great extent, thirteen or 43.3% to a moderate extent, and eight or 23.3% not at all. Two participants or 6.7% said that this duty did not apply and one or 3.3% indicated another reason for not performing this duty. The results also indicated that three or 10% of the participants were selecting and evaluating programmed materials to a great extent, ten or 33.3% performed this duty to a moderate extent, and seventeen or 56.7% were not performing this duty. Seven participants or 23.3% indicated that this duty did not apply to them, two or 6.7% listed that there were other reasons, and three or 10% said they had no materials.

Utilization.---The participants were asked to indicate the extent that they were using specific skills concerning utilization of materials. If they were not using the skill, they were asked to indicate one of the reasons listed for not using the skill. The results of the utilization section of the questionnaire are shown in Table 9.

TABLE 8
SELECTION AND EVALUATION SKILLS USED IN 1965-66 POSITION

Selection and Utilization Skills	Degree of Usage						Reasons for Not Using							
	None		Moderate		Great		No Time		No Materials		Other		Does Not Apply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
To what extent do you select and evaluate tape and disc recordings?	15	50	11	36.7	4	13.3	0	00	2	6.7	5	16.7	6	20
To what extent do you select and evaluate films?	7	23.3	13	43.3	10	33.3	0	00	0	00	1	3.3	2	6.7
To what extent do you select and evaluate filmstrips?	7	23.3	14	46.7	9	30	0	00	0	00	2	6.7	3	10
To what extent do you select and evaluate flat picture resources?	16	53.3	11	36.7	3	10	0	00	2	6.7	6	20	5	16.7
To what extent do you select and evaluate maps and globes?	11	36.7	12	40	7	23.3	0	00	0	00	4	13.3	7	23.3
To what extent do you select and evaluate programmed materials?	17	56.7	10	33.3	3	10	0	00	3	10	2	6.7	7	23.3

TABLE 9
TEACHING SKILLS USED IN 1965-66 POSITION

Teaching Skills	Degree of Usage						Reasons for Not Using					
	None		Moderate		Great		No Time		No Equip- ment		Does Not Apply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
To what extent do you plan field trips?	13	43.3	14	46.7	3	10	0	00	0	00	10	33.3
To what extent do you teach with films?	3	10	17	56.7	10	33.3	0	00	0	00	2	6.7
To what extent do you teach with filmstrips?	3	10	19	63.3	8	26.7	0	00	0	00	2	6.7
To what extent do you teach with recordings?	11	36.7	17	56.7	2	6.7	0	00	2	6.7	6	20
To what extent do you teach with flat pictures?	11	36.7	17	56.7	2	6.7	0	00	2	6.7	6	20
To what extent do you teach with transparencies?	5	16.7	16	53.3	9	30	0	00	1	3.3	3	10
To what extent do you teach with slides?	8	26.7	14	46.7	8	26.7	0	00	1	3.3	3	10
To what extent do you teach with television programs?	24	80	5	16.7	1	3.3	0	00	18	60	1	3.3
To what extent do you teach with programmed materials?	16	53.3	10	33.3	3	10	0	00	10	33.3	1	3.3

The results indicated that ten or 33.3% of the participants taught with films to a great extent, seventeen or 56.7% moderately, and three or 10% none. Two participants or 6.7% indicated that this area did not apply to them. The results also indicated that twenty-four or 80% did no teaching with television, five or 16.7% to a moderate extent, and one to a great extent. Eighteen or 60% said they had no equipment to teach with television.

Administration.--The participants were asked if they were involved in any of four areas of administration. The results of the administrative section are shown in Table 10.

TABLE 10
ADMINISTRATIVE SKILLS USED IN 1965-66 POSITION

	Percent	
	Yes	No
Are you involved in developing administrative procedures for new media centers?	43.3	56.7
Are you involved in locating information about educational media?	80.0	20.0
Are you involved in cataloging?	56.7	43.3
Are you involved in inspection and maintenance of educational media?	66.7	33.3

The results indicated that twenty-four or 80% of the participants were involved in locating information about educational media while six or 20% were not. The results also showed that seventeen or 56.7% of the participants were not involved in developing administrative procedures for new media centers while thirteen or 43.3% were involved.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the institute participants evaluation of the broad and specific goals involved in the institute and the activities of the institute. The study was also concerned with the attitudes toward educational media and the extent of the use of educational media in the participants positions following the institute.

The study was limited to the thirty participants of the Educational Media Specialists Institute held at Eastern Illinois University during the summer of 1965. All thirty participants took part in the study.

Participants were given a Personal Information Report Form before the institute began. This report form was used to determine interest and competence in both specific and broad goals before the institute began as well as interest in these goals. At the end of the institute, participants were given an End of Institute Personal Information Report Form. This report form was used again to determine interest and competence in broad and specific goals. The questionnaire, administered during the 1965-66 school year, was used to determine general attitudes toward the institute and the use of specific goals during the 1965-66 school year.

The survey revealed that the participant's interest level in all twelve broad goals was relatively high before the institute began. At the end of the institute, however, the participants felt eight of these broad goals were relatively unimportant for their specific job assignments during the 1965-66 school year. The results also showed that the participants competence in the broad goals at the end of the institute was significantly higher in eleven of the twelve listed goals than it was at the beginning of the institute.

The results revealed that at the end of the institute, the participants level of competence increased in thirty-three of the specific goals, while in eleven of the goals, competence showed a decrease.

Participants were asked to rate how well the specific goals had been covered in the institute. These results were tabulated on a four point scale with four being the highest rating a goal could receive. The results revealed that fourteen of the sixty-nine specific goals were given at least a three point rating; twenty-eight were given at least between a two and three point rating; and twenty-seven were given between a one and two point rating.

The results of the general questions in the follow-up questionnaire indicated that nineteen participants believed that their audio-visual program was operating satisfactorily. Seventeen participants believed that they had been able to change their program moderately this year. Eighteen said they had added more equipment. Nine believed that better use was being made of both materials and equipment.

Fifteen participants had been given released time for audio-visual duties this year. The other fifteen indicated that they were not given released time. Another fifteen indicated that they were able to work to a moderate extent with teachers.

Seventeen participants believed the institute was of great value. All thirty participants said they would attend the institute again. Nine participants believed that there was too great a difference in the backgrounds of the various institute participants.

The specific skill questions in the follow-up questionnaire showed that sixteen of the participants were producing large numbers of transparencies. None of the participants were producing television programs to a great extent. Ten were selecting and evaluating films to a great extent. Three were selecting and evaluating programmed materials to a great extent. Twenty-four were involved in locating information about educational media. Thirteen were involved in developing administrative procedures for new media centers.

Conclusions

It seems reasonable to assume that the Educational Media Specialists Institute at Eastern Illinois University fulfilled most of its objectives.

The participants indicated that their interest in all of the broad goals was relatively high but that the importance of the goals in terms of their job assignments was not as important. This may have resulted from the fact that these people were primarily school administrators and teachers who were not yet involved in media centers

and did not know what was expected of them during the 1965-66 school year.

An increase in competence of thirty-three of the sixty-nine specific goals seems to indicate that in these areas the institute accomplished its objectives.

Eleven of the sixty-nine specific goals showed a decrease in competence at the end of the institute. This may have resulted from the participants belief that they knew more about the goal before the institute began than they thought they knew. Another possibility is that the participants were considering how well these goals had been covered in the institute rather than their competence in the goal.

At the end of the institute fifteen of the specific goals on the report form were given at least a three point rating on the four point rating scale. This indicated that these areas were covered very well in the institute. The large number of goals that were rated lower indicated that these areas were not as well covered. This may have resulted from the fact that the goals were not intended to be included in the institute.

Recommendations

The following recommendations are made on the basis of the findings of this study.

(1) The institute participants should be selected on the basis of similar backgrounds and experiences.

(2) Since there was no way to evaluate basic production skills, a skill test should be administered to the participants

before and after the institute.

(3) Increased emphasis should be placed on broad and specific goals covered in the institute.

(4) Directions for section II of the Personal Information Report Form and the End of Institute Personal Information Report Form should be directed toward either the participants personal interest or the importance for the participants' job assignment. This would eliminate a variable in the responses that might be attributed to answering from a different set of directions.

(5) The course Television in Education should be re-evaluated from the standpoint of production since only one of the participants is involved in producing television programs.

APPENDIX A

PERSONAL STATISTICS

Number of participants from each state:

California	1
Illinois	22
Iowa	2
Missouri	2
So. Carolina	1
Wisconsin	2

Age group in five year division:

<u>20-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-44</u>	<u>45-49</u>	<u>50-54</u>	<u>55-59</u>
4	3	10	7	3	1	1	1

Number of male and female participants:

Male - 27
Female - 3

Number of married and number of single participants:

Married - 27
Single - 3

Number of participants who attended previous NDEA Institutes:

None - 30

	<u>Elementary (P-6)</u>		<u>Secondary (7-12)</u>	
	<u>Teachers</u>	<u>Supervisors</u>	<u>Teachers</u>	<u>Supervisors</u>
Less than Bachelor's degree	0	0	0	0
Bachelor's degree	4		9	1
Master's degree	1		7	5
More than Master's degree			1	2

All (30) public schools

Number of participants in each category of total school enrollment:

<u>Less-100</u>	<u>100-449</u>	<u>500-999</u>	<u>1000-1499</u>	<u>1500-1999</u>	<u>2000-3999</u>	<u>4000-over</u>
0	9	9	7	2	2	1

Number of years of teaching experience:

<u>Less than 3 yr.</u>	<u>4-5 yrs.</u>	<u>6-10 yrs.</u>	<u>more than 10 yrs.</u>
7	2	12	9

Number of participants working for academic credit; not for credit:

<u>Yes</u>	<u>No</u>
28	2

(all the students received graduate credit)

Number of participants working for degrees; not for a degree:

<u>Yes</u>	<u>No</u>	<u>No indication</u>
17	10	3

Number of participants applying to no other NDEA: to others

<u>None</u>	<u>1 other</u>	<u>2 others</u>
24	5	1

APPENDIX B

PERSONAL INFORMATION REPORT FORM AND END OF INSTITUTE
PERSONAL INFORMATION REPORT FORM --
SECTIONS II AND III

II. INTEREST INVENTORY (BROAD GOALS)

The following statements describe a number of possible broad goals related to typical employment situations for educational media personnel. Indicate, for each statement: (1) its importance to you, personally, and (2) your present competence with respect to it.

<u>Importance to you</u>			Goals	<u>Your present competence with respect to each goal</u>			
High	Some	Little or None		Expert	Pass-able	Minimal	None or Almost None
			Developing effective ways of influencing teachers to make improved and increased uses of educational media in the school organization in which you work				
			Learning more about significant theoretical aspects and roles of new media in educational communication				
			Establishing standards and procedures for the critical evaluation and selection of educational media by teachers, subject matter specialists, supervisors, and others				
			Establishing similar standards and procedures with regard to the selection of technological devices (projectors, teaching machines, language laboratory installations, and the like)				

Importance to you			Goals	Your present competence with respect to each goal			
High	Some	Little or None		Expert	Pass-able	Minimal	None or Almost None
			Improving your skills required for the local production of <u>simple</u> instructional materials (large transparencies, charts, 2x2 slides, mounted materials, and the like)				
			Improving skills required for necessary <u>simple</u> maintenance of technological equipment (projectors, playbacks, and the like)				
			Improving your skills required for the local production of <u>more complex</u> educational media (8mm or 16mm motion pictures, television programs, etc.)				
			Becoming better acquainted with the characteristics, special advantages, uses, costs, and operating techniques required for various technological devices for educational media (copiers, recorders, self-study devices, and the like)				

Importance to you			Goals	Your present competence with respect to each goal			
High	Some	Little or None		Expert	Pass-able	Minimal	None or Almost None
			Becoming better acquainted with recommended administrative patterns and procedures for educational media programs; improving ability to organize and administer such programs				
			Becoming better acquainted with the availability, content, and use of source lists, catalogs, and evaluative listings pertaining to educational media				
			Learning more about standards and recent improvements in the planning of educational facilities (buildings, classroom studios, etc.) to permit adequate use of educational media				
			Improving your "grasp" of factors, standards, and criteria involved in the processes of preparing, defending, and expending budgets for new educational media and services				

III. INTEREST INVENTORY (SPECIFIC GOALS)

In this section are listed a number of specific activities related to the preparation, use, and administration of educational media and media services. For each activity indicate:

(1) your current level of knowledge or skill, and (2) your interest in improving your own level of performance.

My current level of knowledge or skill				Activity	My interest in improving my own level of performance				
Expert	Pass- able	Mini- mal	None or Almost None		Very High	Fairly High	Moder- ate	Low	None or Almost None
LIST A									
				Using lettering devices and aids					
				Designing displays and bulletin boards					
				Using the chalkboard					
				Doing simple sketching					
				Making charts					
				Making graphs and timelines					
				Preparing flannel board materials					
				Mounting flat pictures					

My current level of knowledge or skill				Activity	My interest in improving my own level of performance				
Expert	Pass- able	Mini- mal	None or Almost None		Very High	Fairly High	Moder- ate	Low	None or Almost None
				Preparing magnetic board materials					
				Spirit duplicating					
				Mimeographing					
				Prepare copy for offset printing					
				Making handmade slides					
				Making large transparencies					
				Mounting objects in plastic					
				Making dioramas					
				Making puppets and puppet theaters					
				Building and stocking terraria					
				Building and stocking aquaria					
				Taking still pictures					
				Taking motion pictures					
				Editing film footage					

My current level of knowledge or skill				Activity	My interest in improving my own level of performance				
Expert	Pass- able	Mini- mal	None or Almost None		Very High	Fairly High	Moder- ate	Low	None or Almost None
				Editing slide sets					
				Writing scripts					
				Making tape recordings					
				Doing close-up copying with camera					
				Doing darkroom work					
				Constructing learning devices					
				Building models					
				Adding sound to magnetic-striped films					
				Synchronizing sound with slide sets					
				Organizing group dynamics					
				Dramatizing					

My current level of knowledge or skill				Activity	My interest in improving my own level of performance				
Expert	Pass- able	Mini- mal	None or Almost None		Very High	Fairly High	Moder- ate	Low	None or Almost None
				Producing radio programs					
				Producing television programs					
				Operating audiovisual equipment					
				Others (Specify) _____					

LIST B

Getting acquainted with and evaluating recordings (tape and disk)
Getting acquainted with and evaluating films
Getting acquainted with and evaluating filmstrips
Getting acquainted with and evaluating recordings
Getting acquainted with and evaluating flat picture resources

My current level of knowledge or skill				Activity	My interest in improving my own level of performance				
Expert	Pass- able	Mini- mal	None or Almost None		Very High	Fairly High	Moder- ate	Low	None or Almost None
				Getting acquainted with and evaluating maps and globes					
				Getting acquainted with and evaluating programmed materials					
				Getting acquainted with and evaluating textbooks					
				Getting acquainted with and evaluating reference books					
				Getting acquainted with and evaluating free materials					
				Getting acquainted with and evaluating supplementary books					
				Planning field trips					
				Giving demonstrations					
				Other (Specify) _____					

My current level of knowledge or skill				Activity	My interest in improving my own level of performance				
Expert	Pass- able	Mini- mal	None or Almost None		Very High	Fairly High	Moder- ate	Low	None or Almost None

LIST C

Teaching with films

Teaching with filmstrips

Teaching with recordings

Teaching with flat pictures

Teaching with slides

Teaching with large transparencies

Teaching with radio programs

Teaching with television programs

Teaching with programmed materials

Other (Specify) _____

My current level of knowledge or skill				Activity	My interest in improving my own level of performance				
Expert	Pass- able	Mini- mal	None or Almost None		Very High	Fairly High	Moder- ate	Low	None or Almost None

LIST D

Developing administrative procedures for new media centers

Designing facilities for new media centers

Developing specifications for new media equipment purchases

Developing specifications for language laboratories

Locating information about educational media

Cataloging educational media

Inspecting and maintaining educational media

Using AV materials in evaluating student performance

Selecting teaching machines

My current level of knowledge or skill				Activity	My interest in improving my own level of performance				
Expert	Pass- able	Mini- mal	None or Almost None		Very High	Fairly High	Moder- ate	Low	None or Almost None
LIST D									
				Administering programmed instruction					
				Designing and conducting "action research" studies related to new educational media					
				Other (Specify) _____					

II. INTEREST INVENTORY (BROAD GOALS)

The following statements describe a number of possible broad goals related to typical employment situations for educational media personnel. Indicate, for each statement: (1) its importance to you in carrying out your anticipated school assignment for 1965-1966, and (2) your present competence with respect to it.

Importance of goal in your anticipated school assignment for 1965-1966			Goals	Your <u>present</u> competence with respect to each goal			
High	Some	Little or None		Expert	Pass- able	Minimal	None or Almost None
			Developing effective ways of influencing teachers to make improved and increased uses of educational media in the school organization in which you work				
			Learning more about significant theoretical aspects and roles of new media in educational communication				
			Establishing standards and procedures for the critical evaluation and selection of educational media by teachers, subject matter specialists, supervisors, and others				
			Establishing similar standards and procedures with regard to the selection of technological devices (projectors, teaching machines, language laboratory installations, and the like)				

Importance of goal in your anticipated school assignment for 1965-1966			Goals	Your <u>present</u> competence with respect to each goal			
High	Some	Little or None		Expert	Pass- able	Minimal	None or Almost None
			Improving your skills required for the local production of <u>simple</u> instructional materials (large transparencies, charts, 2x2 slides, mounted materials, and the like)				
			Improving skills required for necessary <u>simple</u> maintenance of technological equipment (projectors, playbacks, and the like)				
			Improving your skills required for the local production of <u>more complex</u> educational media (8mm or 16mm motion pictures, television programs, etc.)				
			Becoming better acquainted with the characteristics, special advantages, uses, costs, and operating techniques required for various technological devices for educational media (copiers, recorders, self-study devices, and the like)				

Importance of goal in your anticipated school assignment for 1965-1966			Goals	Your <u>present</u> competence with respect to each goal			
High	Some	Little or None		Expert	Pass- able	Minimal	None or Almost None
			Becoming better acquainted with recommended administrative patterns and procedures for educational media programs; improving ability to organize and administer such programs				
			Becoming better acquainted with the availability, content, and use of source lists, catalogs, and evaluative listings pertaining to educational media				
			Learning more about standards and recent improvements in the planning of educational facilities (buildings, classroom studios, etc.) to permit adequate use of educational media				
			Improving your "grasp" of factors, standards, and criteria involved in the processes of preparing, defend- ing, and expending budgets for new educational media and services				

III. INTEREST INVENTORY (SPECIFIC GOALS)

In this section are listed a number of specific activities related to the preparation, use, and administration of educational media and media services. For each activity indicate: (1) your current level of knowledge or skill, and (2) how well these activities were covered in the institute.

My current level of knowledge or skill				Activity	How well were these activities covered in the institute?			
Expert	Pass- able	Mini- mal	None or Almost None		Very Well	Fairly Well	Moder- ately Well	Not at all, or Very Little
LIST A								
				Using lettering devices and aids				
				Designing displays and bulletin boards				
				Using the chalkboard				
				Doing simple sketching				
				Making charts				
				Making graphs and timelines				
				Preparing flannel board materials				
				Mounting flat pictures				
				Preparing magnetic board materials				
				Spirit duplicating				

My current level of knowledge or skill				Activity	How well were these activities covered in the institute?			
Expert	Pass- able	Mini- mal	None or Almost None		Very Well	Fairly Well	Moder- ately Well	Not at All, or Very Little
				Mimeographing				
				Prepare copy for offset printing				
				Making handmade slides				
				Making large transparencies				
				Mounting objects in plastic				
				Making dioramas				
				Making puppets and puppet theaters				
				Building and stocking terraria				
				Building and stocking aquaria				
				Taking still pictures				
				Taking motion pictures				
				Editing film footage				
				Editing slide sets				

My current level of knowledge or skill				Activity	How well were these activities covered in the institute?			
Expert	Pass- able	Mini- mal	None or Almost None		Very Well	Fairly Well	Moder- ately Well	Not at All, or Very Little
				Writing scripts				
				Making tape recordings				
				Doing close-up copying with camera				
				Doing darkroom work				
				Constructing learning devices				
				Building models				
				Adding sound to magnetic-striped films				
				Synchronizing sound with slide sets				
				Organizing group dynamics				
				Dramatizing				
				Producing radio programs				
				Producing television programs				
				Operating audiovisual equipment				

My current level of knowledge or skill				Activity	How well were these activities covered in the institute?			
Expert	Pass- able	Mini- mal	None or Almost None		Very Well	Fairly Well	Moder- ately Well	Not at All, or Very Little
				Others (Specify) _____				

LIST B

Getting acquainted with and evaluating recordings (tape and disk)
Getting acquainted with and evaluating films
Getting acquainted with and evaluating filmstrips
Getting acquainted with and evaluating recordings
Getting acquainted with and evaluating flat picture resources
Getting acquainted with and evaluating maps and globes
Getting acquainted with and evaluating programmed materials

My current level of knowledge or skill				Activity	How well were these activities covered in the institute?			
Expert	Pass- able	Mini- mal	None or Almost None		Very Well	Fairly Well	Moder- ately Well	Not at All, or Very Little
				Getting acquainted with and evalu- ating textbooks				
				Getting acquainted with and evalu- ating reference books				
				Getting acquainted with and evalu- ating free materials				
				Getting acquainted with and evalu- ating supplementary books				
				Planning field trips				
				Giving demonstrations				
				Other (Specify) _____				

				LIST C				
				Teaching with films				
				Teaching with filmstrips				
				Teaching with recordings				

My current level of knowledge or skill				Activity	How well were these activities covered in the institute?			
Expert	Pass- able	Mini- mal	None or Almost None		Very Well	Fairly Well	Moder- ately Well	Not at All, or Very Little
				Teaching with flat pictures				
				Teaching with slides				
				Teaching with large transparencies				
				Teaching with radio programs				
				Teaching with television programs				
				Teaching with programmed materials				
				Other (Specify) _____				

LIST D

Developing administrative procedures for new media centers
Designing facilities for new media centers
Developing specifications for new media equipment purchases
Developing specifications for language laboratories

My current level of knowledge or skill				Activity	How well were these activities covered in the institute?			
Expert	Pass- able	Mini- mal	None or Almost None		Very Well	Fairly Well	Moder- ately Well	Not at All, or Very Little
				Locating information about educational media				
				Cataloging educational media				
				Inspecting and maintaining educational media				
				Using AV materials in evaluating student performance				
				Selecting teaching machines				
				Administering programmed instruction				
				Designing and conducting "action research" studies related to new educational media				
				Other (Specify) _____				

APPENDIX C

THE QUESTIONNAIRE

Answer the following questions by circling the appropriate answer.

1. Do you believe the audio-visual program in your school system is operating so teachers may readily avail themselves of the services, materials, and equipment?

yes no perhaps

2. If you believe that the program, as it formerly existed, needed to be changed, have you been able to change it this year?

None Little Moderately Greatly Very Greatly

3. What specific changes have you made, if any?

A.
B.
C.
D.
E.

4. Have you been given any released time or additional time for audio-visual this year?

yes no

5. To what extent have you had an opportunity to work with teachers?

none little moderately greatly very greatly

6. To what extent has the institute been helpful to you so far this year?

none little moderately greatly very greatly

7. Do you have any major criticisms of the institute? If so, list them below.

A.
B.
C.
D.

8. Would you attend the institute again (knowing what you now know)?

yes no

The following questions deal with skills and attitudes. There is a two part answer to most of the questions. If your answer is NONE to the question, also circle one of the reasons given for not using the skill, etc. An example will help in answering the questions.

EXAMPLE: To what extent do you drive your car?

ANSWERS			REASONS		
none	moderately	greatly	no call	no time	no equipment

If the example had been answered greatly or moderately there would have been no need to give a reason.

- | | | | | | | | | |
|----|---|------|------------|---------|---------|--------------|--------------|----------------|
| 1. | To what extent do you design displays and bulletin boards? | none | moderately | greatly | no call | no time | no equipment | does not apply |
| 2. | To what extent do you make charts? | none | moderately | greatly | no call | no time | no equipment | does not apply |
| 3. | To what extent do you mount flat pictures? | none | moderately | greatly | no call | no time | no equipment | does not apply |
| 4. | To what extent do you do spirit duplicating? | none | moderately | greatly | no call | no time | no equipment | does not apply |
| 5. | To what extent do you make transparencies? | none | moderately | greatly | no call | no time | no equipment | does not apply |
| 6. | To what extent do you make tape recordings? | none | moderately | greatly | no call | no time | no equipment | does not apply |
| 7. | To what extent do you produce television programs? | none | moderately | greatly | no call | no time | no equipment | does not apply |
| 8. | To what extent do you evaluate and select tape and disc recordings? | none | moderately | greatly | no time | no materials | other | does not apply |

9. To what extent do you evaluate and select films?
none moderately greatly no time no materials other does not apply
10. To what extent do you evaluate and select filmstrips?
none moderately greatly no time no materials other does not apply
11. To what extent do you evaluate and select flat picture resources?
none moderately greatly no time no materials other does not apply
12. To what extent do you evaluate and select maps and globes?
none moderately greatly no time no materials other does not apply
13. To what extent do you evaluate and select programmed materials?
none moderately greatly no time no materials other does not apply
14. To what extent do you plan field trips?
none moderately greatly no time no equipment does not apply
15. To what extent do you teach with films?
none moderately greatly no time no equipment does not apply
16. To what extent do you teach with filmstrips?
none moderately greatly no time no equipment does not apply
17. To what extent do you teach with recordings?
none moderately greatly no time no equipment does not apply
18. To what extent do you teach with flat pictures?
none moderately greatly no time no equipment does not apply
19. To what extent do you teach with transparencies?
none moderately greatly no time no equipment does not apply
20. To what extent do you teach with slides?
none moderately greatly no time no equipment does not apply

21. To what extent do you teach with television programs?
none moderately greatly no time no equipment does not apply
22. To what extent do you teach with programmed materials?
none moderately greatly no time no equipment does not apply
23. Are you involved in developing administrative procedures for new media centers?
yes no
24. Are you involved in locating information about educational media?
yes no
25. Are you involved in cataloging?
yes no
26. Are you involved in inspection and maintenance of educational media?
yes no

APPENDIX D

HAGEBUSH QUESTIONNAIRE

EDUCATIONAL MEDIA INSTITUTE
Education 488 Evaluation

1. What were the most valuable parts of the course for you. Please rate each item according to its importance.

	Very Valu- able	Valu- able	Little Value	No Value
Lettering	10	11		
Mounting	5	4	4	
Planning for size and space				
Bulletin boards	6	10	3	
Flip charts	4	9	8	
Color lifting	12	8	1	
Transparencies				
Learning equipment	14	7		
Planning	11	8	2	
Sources	10	5	5	1
Photography		10	8	1
Tape Recording	4	13	3	1
Films and Filmstrips showing techniques	7	11	3	
Class demonstrations	10	10	1	
Dry copy process	12	4	1	

2. Have you developed effective ways of influencing teachers to make improved and increased uses of educational materials in your school? Yes 19 No 2
3. Have you developed a critical eye for evaluation and selection of materials? Yes 17 No 4
4. Have you improved your skills of producing instructional materials as much as you had hoped? Yes 14 No 7
5. Were there methods of producing materials, not included in this course, that you want to learn more about? Yes 9 No 11
6. What other procedures would you have been interested in learning this summer in this course? Silk screening, photography, tape recording, producing transparencies and use of overhead, more mechanical, organization and administration, splicing film and tapes.

7. Of the types of materials and procedures that were demonstrated, would you have omitted any? Yes 7 No 14
8. If your answer to number 7 is yes, please explain.
- Less time on charts and bulletin boards, too much time on films, omit lettering, omit some sales representatives, omit flip charts, and less time on mounting.
9. Did you object to the commercial demonstrations? Yes 5 No 16
10. Was this course what you anticipated it would be when you made your application for the Institute? Yes 14 No 7
11. Briefly state the potentials of utilizing the learned procedures in your particular situation next year.
12. Please recommend substitutions, additions, or deletions in this course that would benefit next year's institute members.

Time: Better scheduling of time, more supervised time, and project assignments made earlier.

Areas: Less stress on films, lettering, and mounting. More photography, tapes

Materials: More materials and better allocation

Members: Better selection of group and leave wife at home, and prerequisite reading

Equipment: Purchasing, repair, maintenance, work with microphones, amplifiers, etc. Demonstrate and discuss different types of equipment (limitations and forte)

Administration: Greater emphasis on administrative techniques

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